

**Materials/Equipment Needed:**

Fourth grade Social Studies textbook for each student, clipboard, Building the Story worksheet, notebook paper, pencils, chair or blocks for scene work, rubric for group work, rubric for performance, rubric for script, access to computers, colonial costumes (optional)

**Lesson Procedure:***Lesson 1:*

- A. Remind them of how we've been acting out stories, including beginning, middle, end, and character, setting, problem. Introduce to the students that they will be acting out a true story. Since they are studying North Carolina in fourth grade, they will be acting out a scene based on an event for NC history. The scenes will be from the American Revolution time period. Before introducing the scenes that they will volunteer for, begin with a basic discussion of the time period. We discussed why Britain wanted to colonize, why the colonies wanted freedom from England, who the loyalist and the patriots were, etc.
- B. Introduce the scenes from the textbook that they can volunteer for with a general overview. (Choose scenes from your textbook with a definable problem that will be useful for dramatic interpretation. Using the fourth grade social studies textbook for Wake County Schools, I chose the Lost Colony, Culpepper's Rebellion, the Edenton Tea Party, and the Battle of Moore's Creek Bridge.) Ask for volunteers for each scene and then send them off to a separate area in the room with their group members. The size of the groups will vary based on the scenes.
- C. Pass out the *Group Work Rubric*, *Script Rubric*, and *Performance Rubric* and discuss how each one will be used to grade their work.

*Lesson 2:*

- A. In their groups, they will first read silently their assigned historical event in the textbook. Remind them of the Group Work Rubric they will use to evaluate their work. Next as a group, give them three minutes to discuss the event defining all the characters, the setting (location and time period), the objective of the main characters, and the problem. We have defined the objective as what a character wants and a problem as what gets in the way. Then, give them another three minutes to brainstorm how they could act out the event. (For example, can you act out the whole event or just part of it? Where will you begin before the event happens or in the middle of the event? Which characters will you need? If you have to add characters, who could they be?) Finally, give them the *Building a Story Worksheet* and a clipboard to record all of their decisions. See attached *Building a Story Worksheet*.
- B. Now, give each group five minutes to cast their parts. Working on group compromise and decision making skills (Objective 4.01, 4.02, 4.03), they have three options in making a decision: Give up what you want, Share, or the game "Rock, Paper, Scissors".
- C. Next, give them five minutes to create their first five lines of dialogue that tells the audience who they are, where they are, and what they want. Give them some blank paper for their clipboard and ask for a volunteer to write the dialogue in correct script format. Remind them that this is a rough draft of their script. They will be making lots of additions and corrections as they go, so they will need to write in pencil and have an eraser. (Sometimes they will just start talking instead of including important information, so this step seems to help. For example, in this script from the Lost